



Montana Migrant Education Program

Montana Migrant Education Program Services Handbook

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Introduction and Purpose

In 1966, Congress included language in the Elementary and Secondary Education Act (ESEA) to help the children of migrant farm workers and establish the Office of Migrant Education (OME). Currently, programs that provide supplemental instruction and support services to children of migratory workers and fishers operate in 50 states, the District of Columbia, and Puerto Rico. These programs must comply with federal mandates as specified by Title I, Part C of the No Child Left Behind (NCLB) Act of 2001.

The new law governing all federally-funded educational programs was built on more than 30 years of experience in implementing and evaluating programs designed to improve educational achievement for economically disadvantaged, migratory, English language learners (ELLs) and other students in at-risk situations. The NCLB requires districts to provide comprehensive services through the coordination of and collaboration of locally and federally funded programs. Migrant funds must **first** be used to meet the identified needs of migrant children and must meet the intent and purpose of the migrant education program which is supplemental in nature. These migrant funds must supplement and not supplant other local and state funding.

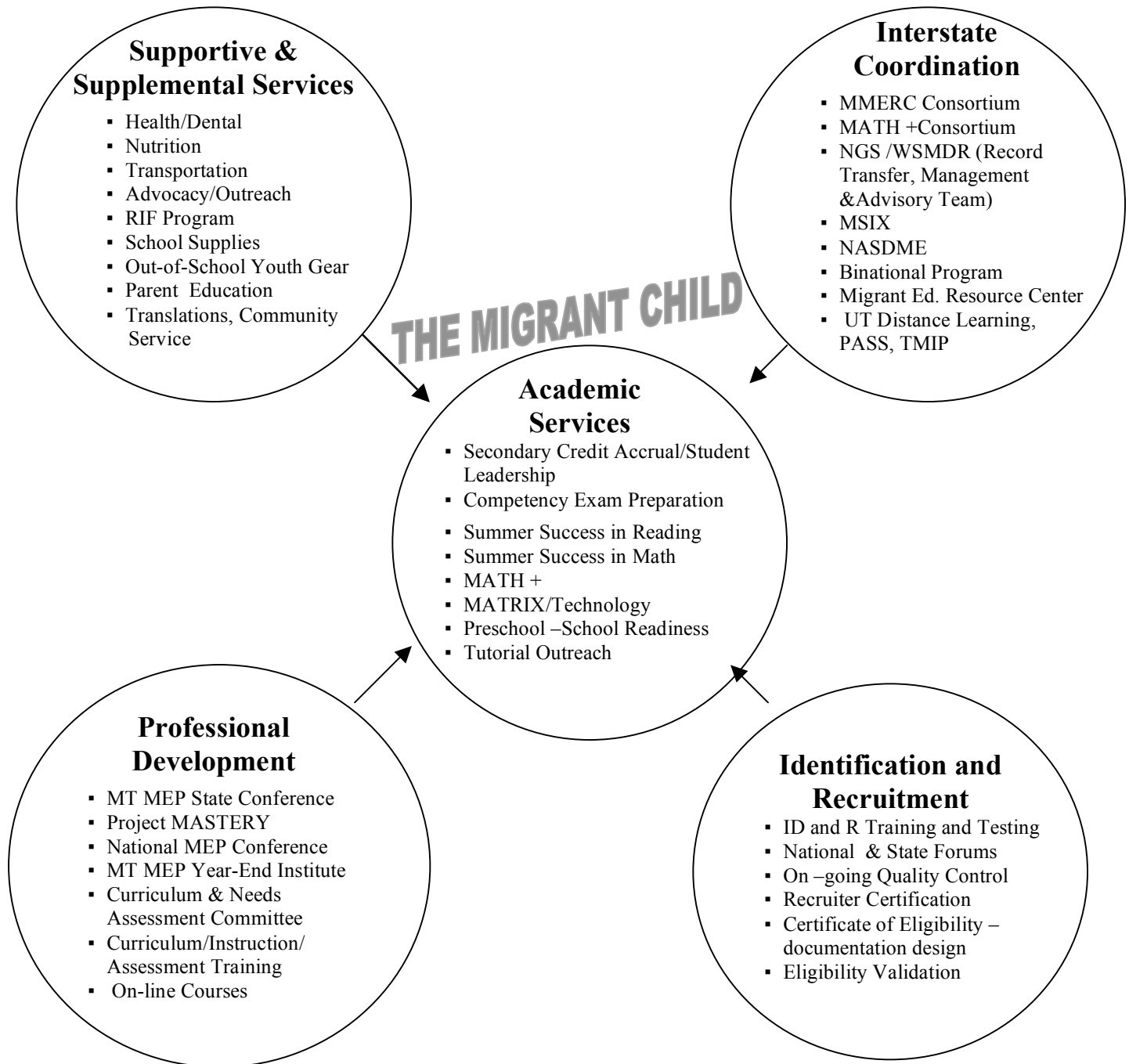
The state of Montana has established high academic standards for all students and holds the Montana public education system accountable for providing all students with a quality education that enables them to achieve to their full potential. Additionally, federal law reference to Title I, Part C, section 1301, Education of Migratory Children of the ESEA, states that the purpose of this law is to ensure that migratory children have the opportunity to meet the same challenging state content standards and challenging state student performance standards that all children are expected to meet. Section 1001 further states that: *The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good, are a moral imperative, and improve the life of every individual, because the quality of our lives ultimately depends on the quality of the lives of others.*

To ensure that migrant children's needs are adequately met, the Montana Migrant Education Program (MEP) with the assistance of Local Education Agencies (LEAs) and Local Operating Agencies (LOAs) conducted a comprehensive review of the migrant education program in Montana. The review focused on how to best address the unique needs of migrant students with Title I, Part C, funds taking into account the availability of other programs that the children are eligible to access. As a result of this study, the migrant program was redirected to focus on the following five areas of need for services:

- Identification and Recruitment;
- Interstate Collaboration;
- Academic Services;
- Supportive and Supplemental Services; and
- Professional Development.

Exhibit 1 presents a schematic representation of the migrant education program underscoring the five program service areas and its concentration on migrant students.

**ESEA TITLE 1 PART C MONTANA MIGRANT EDUCATION PROGRAM
SERVICE DELIVERY FIVE AREAS OF FOCUS**



The purpose of this handbook is to provide migrant educators with guidance in the management of Migrant Education Program (MEP) services. The Montana MEP has identified the five program service areas on which all migrant education programs in the state must focus in order to best address the unique needs of migratory students. This handbook provides an overview of these areas along with information useful to migrant educators in implementing MEPs at their local sites. Each section of this handbook addresses one of the program service areas and contains information on program requirements, implementation considerations, monitoring, evaluation guidance, as well as available resources. Migrant educators should refer to this handbook to ensure that the unique needs and services for migrant students are addressed.

Overview of Comprehensive Needs Assessment and Evaluation

Ensuring that the education and health needs of migrant students are met is the responsibility of each state. To accomplish this priority, the Migrant Education Program (MEP) from each state prepares a service delivery plan on its goals, performance objectives, program focus, and evaluation activities in response to a comprehensive assessment of the needs of migrant students. This service delivery plan is required by the U.S. Department of Education under Title I, Part C, Education for Migratory Children through the Improving America's School Act of 1994 (IASA) and subsequently under Title I, Part A of the No Child Left Behind Act of 2001 (NCLB).

In addition to the service delivery plan, the state MEP is charged with documenting how eligible migrant students who are served will meet challenging state standards. Further, it describes how coordination between state and local agencies as well as between other programs funded under NCLB will occur, and which procedures for identification and recruitment and the transfer of migrant student records are in place.

The comprehensive needs assessment and evaluation system is the foundation on which program services for migrant students are designed. Needs assessment planning helps the Montana MEP:

- ensure accountability;
- focus its resources to improve services and programs for migrant students;
- target the students most in need of services; and
- address specific needs that exist in eligible migrant students who receive services.

Alignment with Statewide Reform Efforts

The comprehensive needs assessment and evaluation system for the MEP is aligned with the Montana Comprehensive Assessment System (MontCAS) and state standards in reading, language arts, math, and technology. Statewide assessment is comprised of both a norm-reference test (the Iowa Test of Basic Skills [ITBS]) and a criterion-reference test (MontCAS).

Design of the Montana Comprehensive Needs Assessment and Evaluation System

Beginning with the 2003 summer programs and the 2003-04 school year, the state education agency (SEA) will utilize a comprehensive needs assessment data collection instrument that will elicit information concerning the needs of migrant children derived from local operating agencies who receive a Title I, Part C sub-grant award as well as from sending state partners and information received from record transfer sources including NGS, other state systems, and the Binational Transfer Document. This instrument will include a wide range of indicators of educational deprivation, including mobility, school year interruption, English proficiency, achievement and criterion-referenced assessment scores, appropriate age-grade placement levels, retention, and secondary students needing high school credit. This form will be updated for all succeeding school years.

Prior to the preparation of the Title I, Part C comprehensive service delivery plan, LEAs/LOAs operating a project in 2002-03 will be asked to compile data based on the educational records and perceived needs of each migrant child enrolled in funded programs. LEAs/LOAs are asked to aggregate the data by grade level and submit it to the SEA, which will aggregate and analyze the data for the state as a whole with the assistance of an evaluation professional.

In addition to the LEA/LOA data, special reports will be requested by the SEA from the New Generation System (NGS) regarding the relationship of age and grade for the large percentage of migrant students who migrate from Texas and Washington as well as a summary of achievement information for these inter-/intra-state children. Considerable needs assessment information is generated in homebase states and transferred to Montana for program planning through the NGS as well as through direct contact with the Texas Migrant Interstate Program (TMIP) and the Washington State Migrant Student.

Migrant education programs in Montana are designed to meet migrant students' needs. Attainment of performance objectives is evaluated annually. Multiple sources of information are used to gather information to determine local needs and to evaluate the program services. Funds are targeted to the students meeting four priorities and services centered on five areas of focus (academic services, identification and recruitment, interstate collaboration, supportive/supplemental services, and professional development).

A team was convened consisting of the state MEP director and an external consulting firm. All materials pertinent to aligning Montana's MEP system both with the MontCAS and the new requirements under the NCLB were reviewed. Specific materials included:

- the Montana Consolidated State Application;
- all currently existing MEP needs assessment and evaluation reporting forms;
- the MEP application;
- the Certificate of Eligibility (COE);
- the MEP Monitoring Guide; and
- Migrant Student Data Entry forms (including the Health Data Entry form).

The comprehensive needs assessment and evaluation system (CNA/ES) for the Montana MEP comprises the basis of the service delivery plan. The CNA/ES has been streamlined to:

- (a) make the needs assessment more objective through identifying and applying consistent criteria in identifying student needs;
- (b) make the distribution of funds more objective and consistent across LEAs/LOAs through the determination of needs-based criteria that are weighted in favor of the number of students who have the greatest needs and are the most highly mobile;
- (c) become more accountable through the design and implementation of an evaluation system that takes into account the state requirements as well as local instruments and processes, but standardizes how the results are collected, interpreted, and reported; and

- (d) determine the professional development (training and technical assistance) needed to implement this new CNA/ES, and design a plan for the delivery of professional development across the state of Montana.

Professional development is an integral part of the CNA/ES and will be provided to migrant educators and service providers on conducting needs assessments, assessing student language proficiency, and determining student proficiency in meeting state standards. Materials will be designed to train educators, recruiters, community members, and health service providers on the “nuts and bolts” of needs assessment and evaluation in Montana. The SEA will continue to provide technical assistance through its extensive model for technical assistance procedures, statewide conferences, and at regular meetings with MEP directors in addition to training events occurring on-site at local projects and regionally.

Multiple Approaches to Determining Migrant Student Needs

The main approaches to assessing migrant student needs are described in the paragraphs to follow. These approaches will be used to help local projects determine and document their greatest needs and meet the program goals.

- Needs Assessment Surveys - Each spring, a needs assessment survey will be administered to teachers, paraprofessionals, administrators, parents, recruiters, and others (i.e., service providers, nurses, social service agency staff) to determine needs related to instructional services, support services, professional development, and parent training.
- Interviews and/or Focus Groups - Annually, interviews and/or focus groups will be conducted with a broad-based constituency of educators, parents and community members, administrators, and service providers to determine needs and satisfaction with the program.
- Assessment of Language Proficiency - To determine listening, speaking, reading, comprehension, and writing proficiency in English, the Montana MEP will utilize existing assessment results (i.e., the Woodcock-Muñoz) from local projects and sending states, and when no score is available, MEP staff will administer the Student Oral Language Observation Matrix (SOLOM). These results are reported for Montana MEP students as language levels 1 through 5 with 1 showing that the student possesses little or no proficiency and 5 being fully proficient in English. Scoring Level 3 or below will constitute need.
- Assessment of Achievement of High Content Standards - MontCAS accountability model relies on the use of locally-administered valid measures of achievement in reading, math, language arts, writing, and other content areas. Scoring below the Proficient Level on the state benchmarks as measured by the Iowa Test of Basic Skills (ITBS) and a criterion referenced test will constitute need.
- Assessment of Achievement Using Alternative Assessments - Montana will use assessments associated with the Summer Success: Reading and Summer Success: Math programs to determine the number of students not at grade level in reading and math.
- Appropriate Age/Grade Placement - Montana will gather data on age/grade placement from NGS to determine the number of migrant students who are below grade level for age.
- Determination of the Number of Secondary Youth Needing High School Credits – MEP staff, in collaboration with schools, districts, and state education agencies, will document the number of credit-deficient secondary migrant students.

- Determination of other factors to determine need - Other factors that will be looked at in reviewing need include health, social service needs, and special education placement.
 - Availability of other funds - The availability of other federal, state, and local funds at each site will be looked at in reviewing need.
- # Barriers to providing services – Substantial barriers to providing services such as rural isolation, transportation costs, and program duration will be looked at in reviewing need.

Procedures to be Followed after Identifying Migrant-Eligible Students and Conducting a Comprehensive Assessment of Needs

Once migrant student need data is compiled using these multiple approaches, the procedures described in the following section will be followed.

1. Develop/Align local and state program goals and the MEP service delivery plan with the results of the comprehensive needs assessment.
2. Determine the funds to be allocating based on identified needs using the service priorities identified by the SEA to follow.

- Priority 1:** Credit-deficient secondary migrant youth whose education has been disrupted during the current year and who are at risk of not meeting state content and performance standards.
- Priority 2:** Eligible migrant children between the ages of 3-21 whose education has been disrupted during the current year and who are at risk of not meeting state content and performance standards.
- Priority 3:** Eligible migrant children between the ages of 3-21 whose education has been disrupted within the last two years and who are at risk of not meeting state content and performance standards.
- Priority 4:** Eligible migrant children between the ages of 3-21 whose education has been disrupted within the last three years and who are at risk of not meeting state content and performance standards.

Factors that determine the extent to which students are at-risk of school failure follow.

- Below proficiency in reading, language arts, and math on the MontCAS (ITBS and criterion referenced test)
- Below grade level in reading as determined by Summer Success: Reading
- Below grade level in math as determined by Summer Success: Math
- Level 3 or below on standardized language proficiency assessments or the SOLOM
- Retained one or more times (1 or 2 grades below age level)
- Credit-deficient secondary students who will graduate one or two years behind their class.

These priorities will be determined through a weighted formula that is applied consistently across all LEAs/LOAs.

No. of Points	Total No. of Migrant Students (A)	No. of Priority 1 Secondary Students (B)	No. of Priority 2 Migrant Students (C)	No. of Priority 3 Migrant Students (D)	No. of Priority 4 Migrant Students (E)	Availability of Other Resources (F)	Substantial Barriers (G)
1-4	0-25	0-25	0-25	0-25	0-25	Moderate Resources	Few Barriers
5-9	26-50	26-50	26-50	26-50	26-50	Few Resources	Some Barriers
10-15	>50	>50	>50	>50	>50	Very Few Resources	Numerous Barriers

3. Allocate funds to local operating agencies whose applications have been approved by the SEA.
4. Monitor programs to ensure that the design and delivery of services/programs are consistent with State Migrant Education Program goals and the plans for services outlined in LEA/LOA applications.
5. Develop program evaluation questions that are adequately defined and are aligned with the goals of the migrant education program and conduct focus groups to determine the extent to which the MEP is meeting the assessed needs.
6. Communicate information about the MEP through outreach and awareness to sites responsible for meeting the education needs of migrant students in Montana, and during statewide or regional meetings convened by the SEA annually.

This plan represents a systematic approach for determining migrant student needs as part of the cycle of identification and recruitment, student assessment, program planning, and program evaluation. With the goal of ensuring that comprehensive needs assessment results are reviewed and used for planning the delivery of statewide services targeted to those students with the greatest needs, the questions to follow serve as a self-assessment for the Montana MEP to look at migrant student demographics and needs.

Comprehensive Needs Assessment and Evaluation Questions

1. Where were migrant students identified in Montana, by LEA/LOA?
2. How many Priority 1 and Priority 2 students who are in- or out-of-school have been identified in Montana?
3. How many other migrant children or youth (Priority 3 and Priority 4, ages 3-21) who are in- or out-of-school have been identified as eligible for migrant education?
4. How many young children (from birth to two years old) have been identified as eligible for migrant education?
5. How many migrant students (ages 3-21) were served one or more days in a migrant-funded project?
6. What statewide education initiatives currently exist to serve migrant students? (*This item documents the extent to which student needs are not being met through other programs.*)
7. How many migrant students are limited in oral English proficiency (using the state-determined cutoff of Level 3 or below)?

8. How many migrant students are not meeting state content/performance standards in reading or math using the state-determined cutoff of Proficient or Advanced?
9. What percentage of migrant students drop out of school compared with the overall rate that all students in the state drop out?
10. How many migrant students are not accruing credits at a rate that will allow them to graduate on time?

Program Service Area 1

Identification and Recruitment

The goal of identification and recruitment (ID&R) is to ensure that all eligible migrant children and youth have access to appropriate program services that will help them learn and achieve to high standards. To help accomplish this important goal, a clear understanding of eligibility requirements and the roles and responsibilities for ID&R are needed. Increased communication and resource sharing among educators and service providers, greater flexibility to support local school and district innovations, greater responsibility for student performance, and more streamlined processes for ID&R to target those students most at risk of not achieving high standards are key to developing the workable strategies to accomplish this important task.

ID&R Steps

1. Analysis of previous year's records
2. Identification of places to inquire about migrant families and conduct ID&R visits
3. Contacting home base school personnel
4. Publicizing the migrant education program
5. Conducting migrant housing/work site ID&R
6. Conducting local school-based ID&R

Identification and recruitment of all migrant students in the state sets the basis for Montana to receive migrant education funds from the federal government. Once funds are received by the Montana Office of Public Instruction (OPI), the Montana MEP then awards subgrants to local projects. Individual migrant-funded LEAs/LOAs are responsible for identifying and recruiting all migrant students in their districts to initiate this cycle.

As a result of families moving frequently from one place to another, it is necessary to record and share information among sending and receiving school districts and states. This sharing of information will ensure proper placement and continued academic progress for each migrant student. The New Generation System (NGS) is a multi-state Web-based information network for migrant students that provides this service. Educational, health, and demographic data, along with the Certificate of Eligibility (COE) data, are encoded in the system to meet federal reporting requirements and provide useful information for making instructional decisions.

Implementation

A solid process for identification and recruitment is essential to plan and deliver appropriate educational and support services to migrant students. The identification and recruitment of migrant children is critical because:

- The children who are most in need of program services are often those who are the most difficult to find;
- Many migrant children would not fully benefit from school, and in some case, would not attend school at all, if they are not identified and recruited into the MEP; and
- Children cannot receive MEP services without a record of eligibility.

Core eligibility, family history and demographic data are collected throughout Montana by a cadre of temporary and/or part-time, trained local ID&R specialists. Additionally, full-time, statewide recruitment is provided by Project MASTERY (Mobile Access for Students and Teachers to Educational

Resources Year Round) staff (two full-time equivalent [FTE]), who, along with Rural Employment Opportunities (REO) outreach workers throughout the state, collect, update and maintain these data during off-season times and/or in non-project areas between September 1 and August 31 of the eligibility period. These recruiters provide a foundation for the state's overall ID&R process by finding, identifying, and enrolling migrant children; confirming their eligibility; maintaining accurate data for unique identification, residency, and enrollment; and conducting a variety of electronic and manual data checks.

RECRUITMENT STRATEGIES/DATA ENTRY -- Using a standardized interview format, a Certificate of Eligibility (COE) is completed for each qualifying family, recording the name, birth date, and other significant demographic and eligibility information for each child. After reviewing the COE at the LOA, the original of the COE is sent to the state MEP office in Helena, Montana for review and verification by the state data specialist and the state director. Copies are kept on file in local project areas and given to families at the time of their withdrawal.

The COE serves as the mechanism for data entry into the comprehensive database called the New Generation System (NGS). At all LOAs with significant numbers of eligible children, data is entered into NGS by trained data entry specialists; for those with fewer than 30 children, data is entered by the state data entry specialist who works closely with the state recruiter regarding these children. NGS provides discrete and aggregate data on individual identification, age, residency dates, qualifying move dates, and other information pertinent to defining terms of eligibility. NGS also provides each student with a unique identification number, pertinent school history, academic information and/or supportive service(s) information. These NGS electronic records are then transmitted via the Internet to the succeeding school districts within the NGS consortium (primarily, Washington and Texas) for use with placement, credit accrual, testing, and/or health information. For the few states outside of the consortium with whom students are shared, records are faxed/sent to the succeeding schools, when that information is known. In addition to electronic transfer, families are given hard copies of withdrawal forms which indicate the nature and extent of educational and health services provided by the Montana Migrant Education Program.

The accuracy and completeness of the COEs are verified through a quality control process that has been in place for several years. The process begins with thorough training of local site directors and recruiters, who are given periodic updating on statutory or regulatory changes. Each COE is checked at the local and state offices by trained staff to assure that the information provided clearly indicated that the reported children are eligible. COEs with insufficient or inaccurate data are sent back to the local recruiter for clarification.

Once the data have been inputted at the local and/or state level, they are cross checked against paper copies of the COE by trained local personnel, and then, once again, at the SEA. Some larger sites have local databases which are maintained for cross checking purposes. For those children who are still in residence and who have no changes in demographic information after their original qualifying move, a new parental signature is obtained on the original COE. In most cases, however, a new COE is completed for all eligible children on an annual basis and residency is confirmed through a direct interview process. If the recruiter has made multiple attempts for a direct interview with the parent or legal guardian of the migrant student being recruited, and the recruiter has a telephone number at which the family can be reached, the recruiter may conduct the interview over the telephone. Copies

of re-certified COEs with new parental signatures are kept on file at the local level and also sent to the SEA.

The SEA establishes a deadline for entering all data into the systems pertaining to a particular reporting year. After the established deadline, the SEA then runs the federal performance report from NGS data. These data are cross checked against locally submitted performance reports whose numbers have been entered into a database at the SEA, as well as against original COEs at the SEA level before submission to the Office of Migrant Education (OME). Because the Montana MEP is so small, the cross checking is performed manually at the SEA where the data specialist and the migrant director compare reports generated by both the NGS, local sites, and hand counting of the COEs themselves. Once discrepancies have been resolved, final performance report information is submitted to the OME.

Face-to-face follow-up interviews and needs assessments for each family also are performed in order to verify residency. The statewide recruiters and all but one of the other ten temporary recruiters employed by the Montana MEP have college degrees and many have teaching certificates. Thus, they are able to not only perform basic ID&R functions, but also are qualified to conduct initial educational and supportive service needs assessments for migrant children. In almost all cases, these are direct, face-to-face interviews. In a few instances where children are located in extremely remote settings, telephone interviews may take place. A follow-up visit at the home, school, or a community building is consistently undertaken as well. During site visits, the SEA reviews a sample of COEs and needs assessment forms that are filled out for each family when the recruiter is verifying residency. Other local data to substantiate residency, such as attendance records and home visit logs, are reviewed by LOAs as part of their ongoing verifications.

It is important to note that before enrollment into summer and/or regular term projects or encoding into NGS as residency-only student, an LOA recruiter is required to visit families to verify birth dates and residency status. Needs assessments are completed on all children by trained staff utilizing any educational or health information that the family has with it at the time of enrollment, NGS records for students identified within the consortia, placement information obtained by local staff, or records received via fax or mail which the LOA has requested.

QUALITY CONTROL PROCESSES -- The Montana MEP has very comprehensive ID&R procedures as well as NGS guidelines that are followed by all migrant-funded staff. Recruiters, NGS data entry specialists, and other migrant-funded staff throughout the state undergo extensive training every year on NGS and eligibility as outlined in the Montana Manual for the Identification and Recruitment of Migrant Students and the NGS Implementation Guidelines for Local Operating Agencies. An Identification and Recruitment workshop is held at the state conference each year. All NGS data specialists attend at least one training per year, including training on timely data entry and accuracy. In addition, many Montana staff attend the NGS Academy in Texas in conjunction with the National Migrant Education Conference. The Academy targets new data specialists for intensive hands-on sessions and data specialists with at least one year's experience for advanced sessions on reporting and data manipulation. Year-round staff also attend and are trained at the National Identification and Recruitment Forum sponsored by OME.

Before enrollment into summer/intersession and/or regular term projects or encoding into NGS as residency-only students, LOA recruiters interview families to verify birth dates and residency status. All

children enrolled in summer programs are interviewed by a local recruiter either at their home, in the fields where their parents work, or in local community service provider locations. In the event that families are living in tents in areas near the orchards, recruiters visit them in the tents which are considered temporary homes or at the community-based service provider area, which in some cases is a parking lot next to the school, or a work staging area, such as a cherry packing plant. Eligibility is then recorded on the COE by the recruiter and signed by the LOA director. Any questions are referred to the local director, local recruiter, or SEA for clarification. If necessary, follow-up interviews with the family are conducted. Additionally, the SEA reviews random samples of COEs during annual LOA monitoring visits.

The state MEP runs monthly reports that are disseminated to all migrant-funded LOAs. These reports are most heavily utilized during the summer months at the 11 LOAs in operation. During the year, all sites, including the five regular term projects, use this information to verify migrant student counts against COEs on file and to assess identification and recruitment progress to date. LOA directors use the reports to actively monitor and to provide technical assistance to their program.

Monitoring and Evaluation

ID&R activities must be monitored and evaluated to ensure that all eligible students are identified and that the information used to determine each child's eligibility is correct. These activities include:

- Monitor/evaluate ID&R efforts in order to enroll all eligible migrant students/families for instructional and/or support services.
- Ensure that all personnel who work with COEs are certified/re-certified by the SEA.
- Carry out the process of verifying the residency and eligibility of migrant students.
- Use the New Generation System (NGS) to document migrant students/families identified and recruited.
- Maintain a file of media releases useful for conducting ID&R outreach.
- Document activities through attendance rosters, agendas, questionnaires, and evaluations of trainings, workshops, and meetings.

NGS data specialists are required to review incoming migrant data and maintain a 5% log for documenting the accuracy, completeness, and timeliness of incoming data. If more than a 5% monthly error rate occurs in accuracy, completeness, and/or timeliness of the data, these discrepancies should be brought to the attention of the SEA who will provide technical assistance in the needed areas.

The original COE form used for data entry must be maintained by the fiscal agent for 7 years after the end of eligibility period. All other NGS data input documents must be maintained for one year. COEs/files should be maintained in alphabetical order by mother's last name.

Evaluation activities for identification and recruitment include documenting the number of eligible students recruited, completing ID&R-related evaluation surveys and questionnaires, documenting COE accuracy, and completing the MEP Staff Survey.

Resources for Identification and Recruitment

New Generation System User Manual

This manual contains information about the Internet-based data transfer system. It captures educational and health data on migrant students and allows educators to record the movement of migrant students through the educational process by producing online records of a student's educational progress and health profile. With the NGS system, educators can generate a student transfer document and other reports to facilitate academic placement as the student transfers between schools. For information on the NGS, contact Pat Wade, (800) 580-0740.

The National Migrant Education Hotline

The National Migrant Education Hotline provides a toll-free number (800-234-8848) for migrant farmworkers and their families to call anywhere in the country. The Hotline is designed to help enroll migrant children in school and to access migrant education program services. Hotline Specialists, who take calls, also refer callers to appropriate agencies and organizations when seeking other supportive services, such as housing, transportation, health or legal aid.

School districts may enter into partnerships with the following entities to promote, support, and enhance identification and recruitment efforts.

School Level

- School staff (administrators, teachers, recruiters, clerks, registrars, instructional assistants, counselors, school nurses, truant/attendance officers, bus drivers, parent involvement specialists/trainers, home-school liaisons, etc.)
- Parents, students, and other migrant families

Community Level

- Health providers (physicians, local health clinics, migrant health clinics, etc.)
- Postal service
- Local businesses (grocery/convenience stores, media, etc.)
- Labor camps
- Community gatherings/functions
- Community Service Organizations (YMCA etc.)
- Churches and other places of worship, faith-based organizations

Program Service Area 2

Interstate Collaboration

Because migrant students move frequently, a central function of the MEP has always been to reduce the effects of educational disruption on migrant children in order to remove barriers to their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migrant children and their families. MEP projects have also developed a wide array of strategies that enable schools that serve the same migrant students to communicate and coordinate with one another.

Coordination strategies to reduce the effects of educational disruption have included the following types of services between and among LEAs and states:

- developing credit accrual and credit exchange programs;
- coordinating curriculum development;
- exchanging teachers and teaching materials;
- implementing dropout prevention programs;
- exchanging information on health screenings and health problems that interrupt the student's education; and
- promoting the exchange of school records.

In Montana, inter/intrastate collaboration is focused on data collection, transfer, and maintenance through activities such as:

- year round ID&R;
- coordinating and administering the MontCAS, TAKS, and WASL;
- participating in Project SMART and the Montana Youth Grant;
- coordinating secondary education coursework (i.e., PASS, NovaNET, UT);
- implementing Project MASTERY;
- participating in the New Generation System (NGS) to transfer education and health data to other states;
- coordinating secondary credit accrual with counselors and educators in other states in which students are enrolled;
- participating in MEP consortium arrangements;
- attending interstate meetings; and
- participating in the Binational Migrant Education Program.

Implementation

Following are examples of some of the inter/intrastate projects in which the Montana MEP participates.

PASS – The Portable Assisted Study Sequence Program (PASS) has been in operation in a number of states for more than a decade. PASS is a correspondence program which enables high school

students to work on courses for full or partial credit on their own time at any location. Participants work from portable learning packets that contain the course work needed to meet high school graduation requirements. Students work with mentors who enroll them, issue the course work packets, provide tutoring and instruction, and administer tests. Students who participate in PASS programs work independently, and tailor their studies to the demands of family and work.

Project SMART – Project SMART (Summer Migrants Access Resources through Technology) provides instructional continuity through distance learning. The program provides instruction tailored to the Texas curriculum for migrant children in PreK-12. Televised instruction is provided through a San Antonio-based network. Students in school-based programs interact with the teacher via the telephone during the televised program.

NovaNET -- The purpose of NovaNET is to allow migrant students traveling from Texas to Montana to continue their education through the use of distance learning technology. With instantaneous access to online coursework, students have the opportunity to earn full or partial credit, prepare for exit level TAAS testing, and/or develop a knowledge base and perfect skills in the area of telecommunications.

Project MASTERY -- Project MASTERY (Mobile Access for Students and Teachers to Educational Resources Year Round) provides access for migrant students by bringing a wide variety of technology-related instruction and classroom resources through the Minnesota Migrant Educational Resource Center (MMERC) MEP Consortium Arrangement to rural and remote sites. Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops in the eastern and northeastern part of the state.

UT -- The Migrant Student High School Graduation Enhancement Program at The University of Texas at Austin provides distance learning courses to Texas migrant students. These courses are aligned with the Texas Essential Knowledge and Skills and help students prepare for the TAAS exam. Most of the courses needed to graduate from high school in Texas are offered through flexible delivery systems that include traditional correspondence courses as well as computer-assisted courses, credit by exam, and onsite graded courses.

Montana Migrant Youth Program -- The Montana Migrant Youth Program (MMYP) assists migrant youth from Texas with basic education and career education choices. The MMYP is part of the 10-state consortium that is funded by the U.S. Department of Labor through the Workforce Investment Act.

Binational Migrant Education Program -- The Binational (United States/Mexico) Migrant Education Program is an international program between the U.S. and Mexico that helps provide direct services to migrant students whose families travel between the two countries in pursuit of temporary or seasonal employment. In Montana, free textbooks are distributed to educators and parents throughout the state. The purpose of distributing these textbooks is to supplement curriculum for the education of monolingual Spanish speaking students and to help promote literacy in Spanish as a second language. The books are offered to migrant education programs throughout the state, as well as to interested Spanish language teachers and other federal agencies that indicate a need for the books for assisting Spanish speaking students.

Monitoring and Evaluation

The school district must monitor and evaluate its inter/intrastate collaboration efforts with other school programs and outside agencies in the state of Montana and with sending states including Texas, Washington, and others. Following are monitoring and evaluation activities for LEA/ LOAs including:

- collecting, updating, and ensuring the timely transfer of educational and health records through the NGS;
- ensuring interstate/intrastate coordination and the timely transfer of educational and health records through the New Generation System (NGS);
- documenting the coordination of services to migrant children (ages 0-21) and their families;
- documenting that timely referrals are being made to connect migrant students with needed services; and
- documenting that migrant service coordination services are being provided to all migrant students identified as residing in the district.

Evaluation activities will include documenting the number of students served through inter/intrastate collaboration, documenting inter/intrastate collaboration activities using logs and records, and completing the MEP Staff Survey.

Program Service Area 3

Academic Services

The provision of academic services during the summer program and throughout the year ensures that migratory children have the opportunity to meet the same challenging State content standards and challenging state student performance standards that all children are expected to meet. The core academic services in Montana include:

- Reading Instruction;
- Math Instruction;
- Competency Exam Preparation;
- Techmobile/Technology Integration;
- English as a Second Language (ESL) Instruction;
- Secondary Credit Accrual;
- Preschool Services; and
- Regular Term Supplementary Reading, Math, and ESL Instruction.

These services are aligned with the goals set forth in the No Child Left Behind Act of 2001 (NCLB) as well as comprehensive needs assessment results from migratory children and their families in Montana.

Implementation

Each of the core academic services were designed to work together to create a cohesive, comprehensive program of instruction to support students who migrant to Montana and within the state of Montana. Following is a description of each of the seven core academic services including performance objectives and the activities to meet each objective.

READING INSTRUCTION (SUMMER SUCCESS: READING) -- Helping migrant students become proficient readers is one of the primary areas of focus of the Montana Migrant Education Program. *Summer Success: Reading* is a complete and comprehensive summer program designed to help struggling learners become fluent readers. *Summer Success: Reading* blends current research with time-tested best practices from successful reading teachers. Throughout the program, students receive instruction in phonics, phonemic awareness, comprehension, fluency, and vocabulary development. Following is the performance objective set for reading instruction and the activities to meet the objective.

Reading Performance Objective

-- After participating in summer supplementary reading instruction (*Summer Success: Reading*), at least 50% of the students will improve their reading proficiency as measured by gains on *Summer Success: Reading* assessments.

There are a number of activities that will be undertaken in order to meet the reading performance objective including:

- Administer pretests to students to gather baseline data on students' reading proficiency.
- Certified teachers or qualified paraprofessionals will deliver supplementary reading instruction to help ensure that the individual learning needs of migrant students are met.
- Fully implement the *Summer Success: Reading* program.
- Additional instructional materials used may include textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audiovisual materials, software, etc.
- MEP staff will use scientifically based researched reading methods and best practices.
- Administer posttests to determine the extent to which students improved their reading proficiency.

MATH INSTRUCTION (*SUMMER SUCCESS: MATH*) -- Helping migrant students improve math scores is one of the primary areas of focus of the Montana Migrant Education Program. *Summer Success: Math* is a complete and comprehensive summer school math program created to build students' confidence and proficiency in math. Aligned with the NCTM Standards, each grade-level specific kit is packed with everything a teacher needs to implement a full summer school course that introduces, reinforces, and reviews key math concepts for students. Following is the performance objective for math instruction and the activities to meet the objective.

Math Performance Objective

-- After participating in supplementary math instruction (*Summer Success: Math*), at least 50 percent of the students will improve their math proficiency as measured by gains on *Summer Success: Math* assessments.

There are a number of activities that will be undertaken in order to meet the math performance objective including:

- Administer pretests to students to gather baseline data on students' math proficiency.
- Certified teachers or qualified paraprofessionals will deliver supplementary math instruction to help ensure that the individual learning needs of migrant students are met.
- Fully implement the *Summer Success: Math* program.
- Additional instructional materials used may include textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audiovisual materials, software, etc.
- MEP staff will use scientifically based researched methods and best practices to help students learn math skills.
- Administer posttests to determine the extent to which students improved their math proficiency.

COMPETENCY EXAM PREPARATION -- A focus of the Montana MEP is to provide individual support and instruction to help students pass competency exams in Montana (the Montana Comprehensive Assessment System [MontCAS]), and in the two primary sending states of Texas (the Texas assessment of Knowledge and Skills [TAKS]) and Washington (WASL). Following is the performance objective set for competency exam preparation and the activities to meet the objective.

Competency Exam Preparation Performance Objective

-- After receiving individual support and preparation by MEP staff, migrant students will demonstrate higher rates of success on the MontCAS, the TAKS, or the WASL.

There are a number of activities that will be undertaken in order to meet the competency exam preparation performance objective including:

- Gather MontCAS, TAKS, and WASL testing information needs for inter/intrastate migrant students in Montana.
- Certified teachers or qualified paraprofessionals will deliver competency exam preparation to help ensure that the individual learning needs of migrant students are met.
- Additional instructional materials used may include textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audio-visual materials, software, etc.
- MEP staff will use scientifically-based researched methods and best practices to help students become more successful on competency exams.
- Gather TAKS and WASL testing information from Texas and Washington to determine success rates.

TECHMOBILE/TECHNOLOGY INTEGRATION -- The Techmobile facilitates migrant student learning via technology throughout Montana. The Techmobile is a completely mobile computer facility that is staffed by a specially-trained instructor to offer the latest in technology-based educational courses in a self-paced, interactive learning environment. Through the Techmobile, students are able to participate in hands-on learning of curriculum; strengthen their skills in the content areas; and learn about computers, multimedia, and CD-ROM technologies. Problem solving is promoted as well as learner-centered exploration and research. Following are the performance objectives set for the Techmobile/ technology integration and the activities to meet the objectives.

Techmobile/Technology Integration Performance Objectives

-- 75 percent of the students receiving instruction via the Techmobile will increase their proficiency in technology as evidenced by scores on the Student Technology Use Self-Assessment

-- 75 percent of the teachers will improve their technology related skills both for using technology and for incorporating technology into instruction as evidenced by increases in pre/post ratings on the Teacher Technology Use Self-Assessment.

There are a number of activities that will be undertaken in order to meet the technology performance objectives including:

- Once the Techmobile arrives in each summer MEP, pretest the students to gather baseline data.
- Certified teachers and qualified paraprofessionals will provide hands-on learning of curriculum in the content areas and teach students about computers, multimedia, and CD-ROM technologies
- MEP staff will use scientifically based researched methods and best practices to help students increase their knowledge of technology and their use of technology to learn.
- Prior to the Techmobile departing each summer MEP, posttest the students to determine the extent to which instruction helped students improve their technology-related skills.

ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION -- Assistance to migrant students in grades K-12 who are limited in English proficiency (as measured by a valid and reliable assessment of English proficiency) is provided through ESL instruction focused on comprehension, speaking, listening, reading, and writing. Typically, instructional staff provide services for 15-50 minutes each day for 3-5 days per week for the length of time the student is enrolled in this supplementary program. Instructional materials include ESL curriculum, language development books and software, and other supplementary materials that support making the classroom content comprehensible. Following is the performance objective set for ESL instruction and the activities to meet the objective.

ESL Performance Objective

-- After receiving ESL instruction, 80 percent of all LEP migrant students will increase their language proficiency between pre/posttesting as measured by both formal and informal language proficiency assessments.

There are a number of activities that will be undertaken in order to meet the ESL performance objective including:

- Once students arrive in Montana, pretest them to gather baseline data on language proficiency using the SOLOM if no other language proficiency score is available.
- Certified teachers and qualified paraprofessionals will deliver ESL instructional services for 15-50 minute daily during the summer program.
- Instructional materials used may include textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audiovisual materials, software, etc.
- MEP staff will use scientifically based researched ESL methods and best practices for LEP students including sheltered content instruction, language experience approach, Total Physical Response (TPR), jigsaws, cooperative learning, webbing, and theme-based learning.
- At the end of the summer program, posttest the LEP students to determine gains in language proficiency.

SECONDARY CREDIT ACCRUAL -- MEP staff obtain records and educational data from school in which migrant students have previously been enrolled in order to obtain information about students' credit accrual. All migrant students in grades 9-12 will be contacted directly by MEP staff to discuss deficiencies in graduation requirements listed on the educational record. Supplemental instruction available to secondary students needing credit accrual include NovaNET, PASS, and UT Distance Learning. Following are the performance objectives set for secondary credit accrual and the activities to meet the objectives.

Secondary Credit Accrual Performance Objectives

-- 100 percent of all migrant secondary students (grades 9-12) with course work deficiencies that would prevent high school graduation will work with MEP staff to identify deficiencies, enroll in secondary course work, and complete course work activities.

-- 50 percent of the students enrolled in a secondary education course will complete the course with a satisfactory grade within one year after enrolling in the course.

There are a number of activities that will be undertaken in order to meet the secondary credit accrual performance objectives including:

- MEP staff or a designee will contact all secondary-aged migrant students to identify any deficiencies that would prevent high school graduation.
- MEP staff will assist secondary-aged migrant students to prepare a high school graduation plan.
- Certified teachers and qualified paraprofessionals will provide appropriate tutoring and other education and support services to secondary students enrolled in courses.
- MEP staff will enroll students in secondary education course work, process the proper forms, order courses, establish student files, and transfer records of students' course work achievement.
- MEP staff will use scientifically based researched instructional methods and best practices to help secondary students pass course work.
- Report secondary student course completion rates to the SEA.

PRESCHOOL PROGRAMS -- Instruction to migrant preschool children (ages 3-4) is provided through a developmentally appropriate, skills-based program called Pebble Soup/Explorations/Exploraciones that emphasizes language development, fine and gross motor development, social skills, reasoning and problem solving, and reading readiness. The program is full of stories, songs, plays, and projects that encompass a variety of curriculum areas, from math to music, with a particular focus on developing early literacy skills. It serves as a tool for MEP teachers that builds on children's natural interests, helps them develop a variety of skills, and explores a wide range of knowledge. Following is the performance objective set for preschool programs and the activities to meet the objective.

Preschool Performance Objective

-- 90 percent of all preschool children participating in the MEP summer program will increase their development skills by at least 20% as measure by the Rigby Pebble Soup Developmental Checklist.

There are a number of activities that will be undertaken in order to meet the preschool performance objective including:

- MEP staff will contact parents to assure that all eligible preschool children are registered in the MEP program and receiving early childhood education.
- Once preschool children are identified, pretest them to gather baseline data.
- Preschool services will be provided to young children that emphasize research-based developmentally appropriate skills in literacy, social, language, cognitive, and motor development.
- MEP staff will use scientifically based researched instructional methods and best practices to facilitate preschool children's development and become more ready for school.
- Prior to the end of the summer program, posttest preschool children to determine increases in developmental skills.

REGULAR TERM SUPPLEMENTARY READING, MATH AND ESL INSTRUCTION – During the regular school year, supplementary reading, math, and ESL instruction is provided to migrant students by Project MASTERY staff (2 FTE) and by instructional aides and tutors. During the regular school year, in

areas with significant populations of migrant children, migrant education projects can operate in support of, and in coordination with, the regular school program.

Project MASTERY provides access for migrant students by bringing a wide variety of technology-related instruction and classroom resources through the Minnesota Migrant Educational Resource Center (MMERC) MEP Consortium Arrangement to rural and remote sites. Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops in the eastern and northeastern part of the state.

Monitoring and Evaluation

Technical assistance and professional development will be provided to LEAs/LOAs to support their efforts at providing academic instruction to migratory students. The SEA also will provide on-site visits to at least 75 percent of the summer MEPs. Following the visit, MEP staff will receive a monitoring/TA report. The evaluation of academic services is comprehensive and includes documentation of student participation and accomplishments, pre/post assessment results, and attitudinal surveys. Following is a list of the specific evaluation activities.

Reading Instruction

- documenting the number of migrant students who receive supplementary reading instruction;
- entering ITBS Reading and *Summer Success: Reading* results in NGS and on the At-Risk Factors spreadsheet; and
- completing MEP Staff Surveys.

Math Instruction

- documenting the number of migrant students who received supplementary math instruction;
- entering ITBS Math and *Summer Success: Math* results in NGS and on the At-Risk Factors spreadsheet; and
- completing MEP Staff Surveys.

Competency Exam Preparation

- documenting the number of migrant students who receive competency exam preparation;
- entering MontCAS and gathering TAKS, and WASL test results; and
- completing MEP staff surveys.

Techmobile/Technology Integration

- documenting the number of migrant students who received instruction via the Techmobile;
- entering pre/post results from the Student Technology Use Self-Assessment;
- entering pre/post results from the Teacher Technology Use Self-Assessment; and
- completing MEP staff surveys.

ESL Instruction

- documenting the number of migrant students who received ESL instruction;
- entering language proficiency assessment results in NGS and on the At-Risk Factors spreadsheet; and
- completing MEP Staff Surveys.

Secondary Credit Accrual

- documenting the number of migrant students participating in secondary courses including the course providers, the names of the course, the number of courses attempted and completed, and the number of credits granted;
- entering Credit Accrual information on the At-Risk Factors spreadsheet; and
- completing MEP Staff Surveys.

Preschool Programs

- documenting the number of migrant children receiving early childhood education;
- documenting any preschool assessment results; and
- completing MEP Staff Surveys.

Program Service Area 4

Supportive and Supplemental Services

Supportive and supplemental services are provided to migrant students to eliminate barriers that traditionally get in the way of school success. Focused on providing supplemental reading and math instruction during the regular year program, and leveraging existing services during both the summer and regular year program, supportive and supplemental services are aimed at collaboration with other agencies and referrals of migrant children from birth to age 21 to programs and supportive services including, but not limited to, special education, speech therapy, health services (medical and dental screening and referral), the provision of school supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, book distributions through the RIF Program, the provision of transportation, connecting with out-of-school migrant youth, and parent involvement.

Implementation

Following are examples of some of the supportive and supplemental services provided to migrant students and their families in Montana.

- Montana Resource Bags are distributed to migrant children throughout the state. They contain educational supplies that are consistent with the age of the child and their ethnicity and culture. The bags include basic school supplies such as: crayons, pens, pencils, erasers, rulers, school glue, water paints, notebooks, tablets, colored pencils, compasses, protractors, calculators, etc. In cooperation with RIF, suitable books are distributed to each child. It is in the distribution of books that special care is taken to only include titles appropriate and acceptable to the ethnic culture of the child. Many children also receive dictionaries.
- The RIF (Reading is Fundamental) Book Distribution Program provides migrant students with free and inexpensive books. The primary goal of the RIF Book Distribution Program is to maintain and augment reading gains made during the school year through increased opportunities for reading, opportunities to own books of students' choosing, and motivation to read. These books are used solely for the purpose of motivating children to read. Before and after book distributions, staged reading motivational activities are held, encouraging children to read for fun. Parents are encouraged to involve themselves in this program, but are aware that the children are free to choose any book they wish, without adult input.
- Project MASTERY (Mobile Access for Students and Teachers to Educational Resources Year Round) provides access for migrant students by bringing a wide variety of technology-related instruction and classroom resources through the Minnesota Migrant Educational Resource Center (MMERC) MEP Consortium Arrangement to rural and remote sites. Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops in the eastern and northeastern part of the state.

- The National Migrant Education Hotline provides a toll-free number (800-234-8848) for migrant farmworkers and their families to call anywhere in the country. The Hotline is designed to help enroll migrant children in school and to access migrant education program services. Hotline Specialists, who take calls, also refer callers to appropriate agencies and organizations when seeking other supportive services, such as housing, transportation, health or legal aid.
- The Montana Migrant Education Toll-Free Number (800-580-0740) is available for MEP staff and migrant farmworkers and their families to call anywhere in the country. The toll-free number provides MEP staff and families with direct access to the SEA.

Monitoring and Evaluation

The SEA will provide training and technical assistance to LEAs/LOAs regarding supportive and supplemental services to ensure that staff are accessing available services to support student learning. In addition, the SEA will provide on-site visits to at least 75 percent of the summer MEPs to assist with identifying and accessing supportive and supplemental services.

In order to determine whether migrant students' and their families' needs were met through connections to school- and community-based supportive and supplemental services, evaluation activities will include the following:

- documenting the number of migrant students receiving supportive and supplemental services;
- documenting the types of services provided to migrant students and their families;
- documenting the number of home visits made and the type of services provided;
- examining migrant health records (Health Data Entry Form Part I and Part II); and
- completing MEP Staff Surveys.

Program Service Area 5

Professional Development

Professional development is an essential component of the Montana MEP that is needed to support staff providing instructional and support services designed to meet the program objectives. All MEP staff take part in professional development that allows them to more effectively and efficiently serve migrant students who are enrolled in the Montana MEP. Professional development takes many forms including statewide conferences and institutes; MEP director meetings; workshops; technical assistance; the curriculum and assessment committee; visits to MEP programs by Project MASTERY staff; mentoring and demonstration teaching; and attending local, regional, and national conferences.

Implementation

Three primary events make up the professional development provided to migrant staff in Montana. These included the Montana Migrant Education State Conference, the National Migrant Education Conference, and the Montana Year End Institute. In addition, MEP and regular classroom staff who teach migrant students receive ongoing professional development provided by Project MASTERY staff and the SEA.

Montana Migrant Education State Conference – This conference, supported by the Montana MEP, usually takes place mid-May, prior to the implementation of the summer migrant education programs. The purpose of this conference is to prepare staff for the upcoming summer program and provide hands-on training on new technology and instructional programs, provide updates to the New Generation System (NGS), and provide updates on Project SMART.

National Migrant Education Conference – Each spring, a number of MEP directors and primary site staff attend this conference coordinated by the National Association of State Directors of Migrant Education (NASDME). This conference provides staff with the opportunity to select from hundreds of concurrent sessions addressing migrant education, time to network with other MEP staff, and a chance to learn about the most current information about the migrant education program.

Montana Year End Institute – At the end of the summer program, migrant program directors and key project staff gather to discuss the successful and the not-so-successful attributes of the summer programs. Each program shares information about their summer program including context, overview of services provided, and outcomes including lessons learned, gains and achievements, and successes. This institute occurring so closely to the end of the summer programs facilitates the continued improvement of the Montana MEP.

Project MASTERY (Mobile Access for Students and Teachers to Educational Resources Year Round) – Project MASTERY provides access for migrant students by bringing a wide variety of technology-related instruction and classroom resources through the Minnesota Migrant Educational Resource Center (MMERC) MEP Consortium Arrangement to rural and remote sites. Project MASTERY employs two full-time certified migrant teachers who visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops in the eastern and northeastern part of the state.

Curriculum and Assessment Committee – The Curriculum and Assessment Committee was convened to select research based resources that reflect best practices in implementing the No Child Left Behind Act of 2001 (NCLB). Led by state migrant director, and chaired by an MEP director, this committee of project directors and teachers meets to select and discuss core curriculum materials and resources for the migrant education program that are aligned with the state content and performance standards, the curriculum and assessments, and NCLB. Once the adoption of curricular materials is complete, the committee will continue to convene to review the effectiveness of the chosen materials, address any ongoing issues related to content instruction, and provide ongoing training as needed.

Monitoring and Evaluation

The SEA will provide technical assistance to MEP staff to support professional development in the areas identified through an assessment of staff needs focusing on improving professional skills to support migrant student achievement. In addition, the SEA will provide on-site visits to 75 percent of the summer MEPs to work with MEP staff to identify staff needs for professional development.

Evaluation of professional development will be ongoing after every activity and at the end of each summer program. Evaluation activities will include:

- documenting the number of MEP staff attending each professional development activity;
- completing training evaluations and submitting agendas and sign-in sheets; and
- completed MEP Staff Surveys.